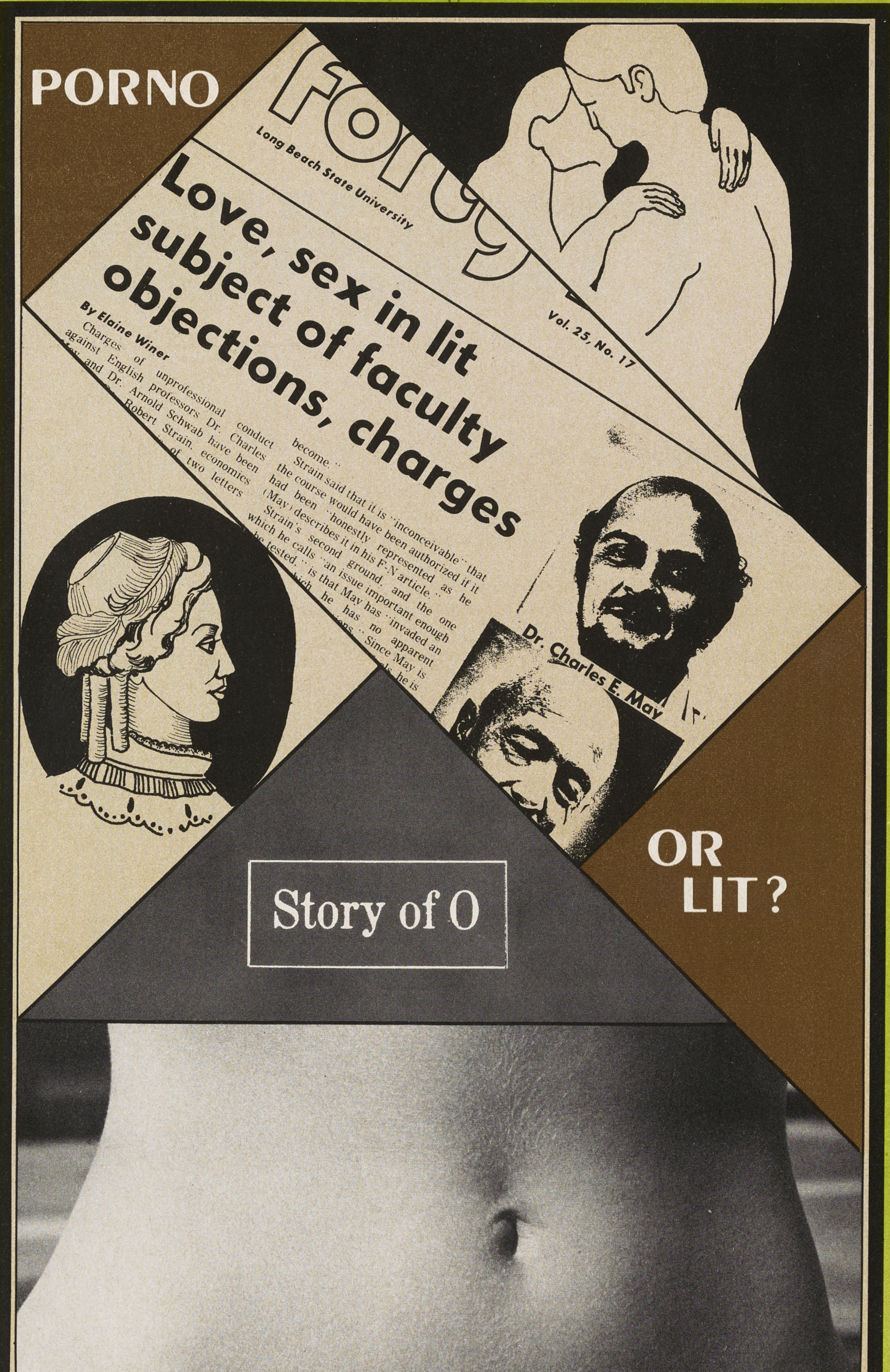
v. 2, no. 1 Spring? 1974 8

UNIVERCITY



PORNO

forum
Long Beach State University
Vol. 25, No. 17

Love, sex in lit subject of faculty objections, charges

By Elaine Winer

Charges of unprofessional conduct
against English professors Dr. Charles
and Dr. Arnold Schwab have been
Robert Strain, economics
of two letters

become.''
Strain said that it is ``inconceivable'' that
the course would have been authorized if it
had been ``honestly represented as he
(May) describes it in his F-N article.''
Strain's second ground, and the one
which he calls ``an issue important enough
tested,'' is that May has ``invaded an
he has no apparent
.'' Since May is
he is

Dr. Charles E. May

Story of O

OR LIT?

ABOUT THIS ISSUE

The **Lantern** was put aside during the 1973 fall semester, and **UniverCity** moved in to take its place. The reason behind this move was that the name — **Lantern** no longer seemed relevant.

Our new name, which is being used for the second time, serves to show a change in the campus outlook. No longer is this campus the small, local college that operated out of an apartment building on Anaheim Street in 1949. It was destined to grow. It is still growing and will continue to grow like a city, even though it is now one of the largest universities in the nation. With this in mind, it was felt that the name of the magazine should be changed.

CSULB has become so large that some people have come to call it a "city within a city", and perhaps, they are right. Can you remember your first day on campus? Do you recall wondering how you were going to find your classes? Isn't that also the way you feel when moving into a new city?

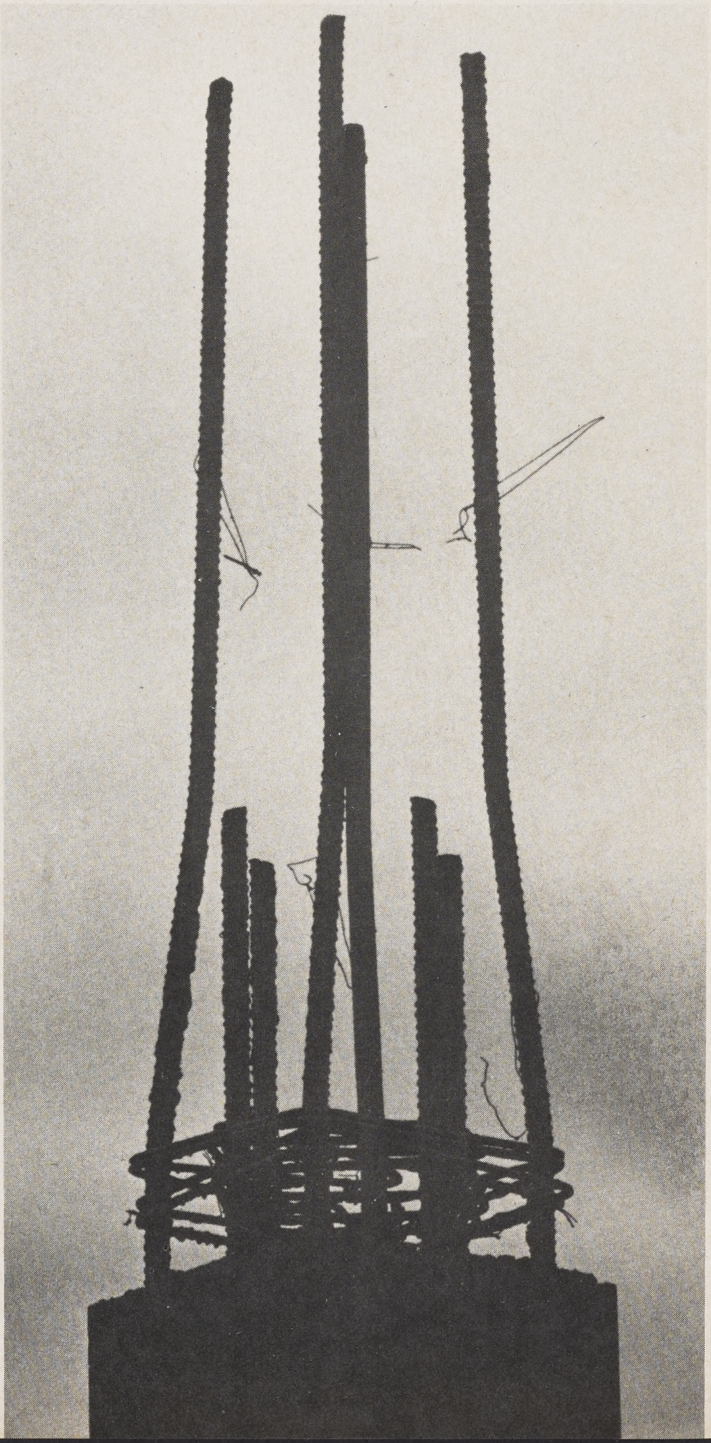
This is a magazine; consequently, we would make a poor substitute for a map. However, after reading this issue, we hope that you will have been introduced to at least one new aspect of this campus.

As the cover suggests, our principle story deals with sex— a sex class. The English department offers an upper division course entitled "Love and Sex in Literature." The article deals with the instructor, his class, his students and others' responses to the class.

The library offers a new service to students— the learning assistance center. The organic garden is beginning to make progress. Worms are being cultivated and studied in an underground lab. These are just a few of the articles contained in this issue.

UniverCity is just one publication that is published on campus; however, this one was written by students for other students to read.

This issue represents a concerted effort on the part of many students, coming from various academic areas— journalism, photography, art, English, public relations, education, and advertising.



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UNIVERCITY

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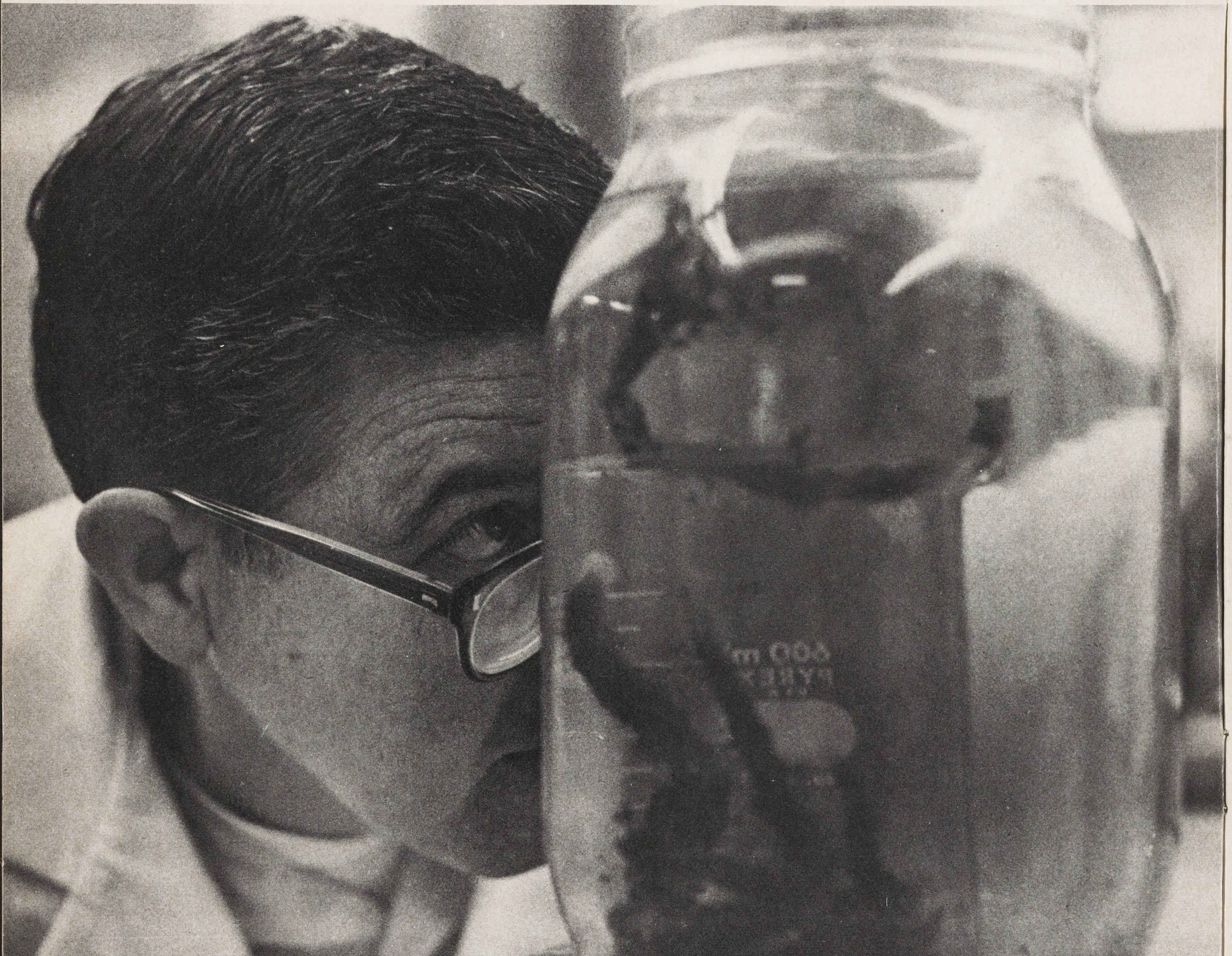
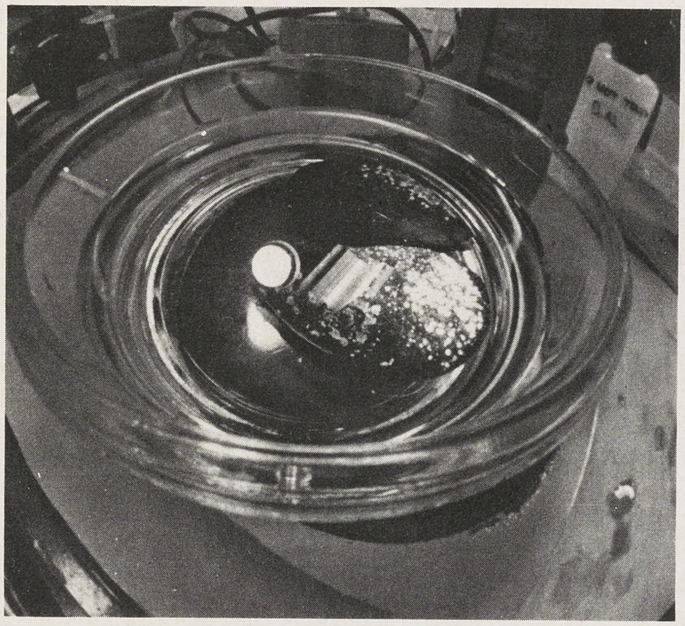
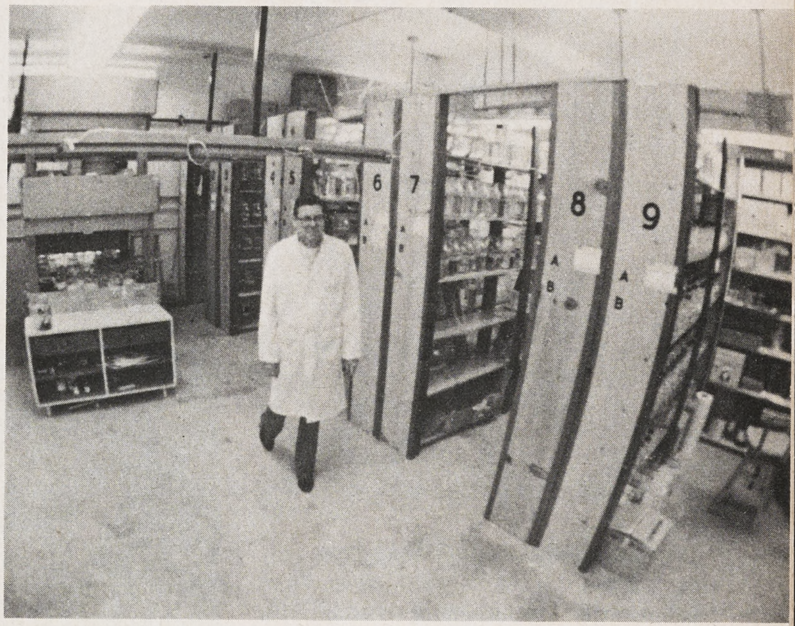


There's a worm in his apple





By JOHN FARRELL

His short black hair and clean-shaven face, the framed picture of his wife sitting on his neat desk, the primitive painting by his daughter hanging on the wall of his small, white office mask his real obsession.

For Dr. Donald Reish, the obsession is worms: segmented worms, marine worms, polychaetes worms.

Worms are a vital part of his life, so vital that half his time at CSULB is spent working with worms — breeding worms, feeding worms, cleaning worm tanks, observing worms' lives, and assisting 15 graduate students in studying worms.

But Dr. Reish's obsession hasn't gone unnoticed. He has been discovered by a federal government agency; the Environmental Protection Agency, which now gives Reish $74,480 a year to study polychaetes worms and the effects of water pollution on these worms.

According to Reish, more than 50 per cent of all the Pacific Coast bottom-dwelling marine life is one species or another of polychaetes. The worms, segmented much like earthworms, vary in size from less than an inch to over three feet in length, all playing an important part in the marine food chain, the natural list of who eats whom.

The worms differ greatly in appearance. Some resemble beautiful and delicate underwater flowers, while others leave little doubt they are just what they claim to be — worms.

But even the real beauty of some of the polychaetes can't explain Reish's fascination. When he talks about his favorite subject, a change comes over him. His dark eyes flash behind heavy-rimmed glasses, and his whole body, seemingly slumped and relaxed in a desk chair, takes on a visible energy. His hands move about profusely, describing worm-arcs in mid-air, and his cheerfulness and sheer joy become contagious.

Perhaps this contagion explains the eight graduate biology students — Mike Martin, Douglas Morgan, Stan Rice, Phil Oshida, Kathy Eulitt, John Shisko, John Dorsey and Mike Rossi — who are working towards their master's degrees under Reish's grant, studying the life of segmented marine worms of different species in the underground worm-lab.

But for all the seeming frivolity, Reish's work is serious and unique. His studies, funded by the EPA, provide information on water pollution unavailable elsewhere — information that is desperately needed by California. The

Southern Pacific Coast alone is polluted by an estimated one billion gallons of sewage pumped into the ocean every day.

Reish said there are two parts to his project, both important and both unique.

First, he is trying to establish a "laboratory population of the polychaete worm." That is, he is building up a self-sustaining supply of worms for testing, so that eventually the polychaetes will be as common a laboratory tool as white mice.

Originally the only way to study worms was to collect them from their natural environment and acclimatize them to lab conditions before conducting experiments. He is now breeding worms from worms which have been growing in the laboratory for upwards of 50 generations (since 1964 in some instances).

He ships worms to several institutions, including the Southern California Coastal Water Research Project, the University of Southern California and Texas A & M, and says jokingly that the worms sell for 50 cents a piece. (The SCCWRP pays one of Reish's grad students $100 a month for his efforts in raising worms. They receive about 200 worms from the lab.)

The second is perhaps more exciting, if not more important. Reish is raising these worms for testing the effects of concentrations of heavy metals, pesticides, and hydrocarbons in sea water, three important pollutants, on them.

So far, Reish and his students have only studied the effects of sublethal doses of heavy metals on lab-grown worms, subjecting the polychaetes to solutions of lead, mercury, chromium, zinc, cadmium and copper. The results, while not conclusive, are startling.

Reish explained that the majority of testing involves studying effects of these metals on the reproduction of the worms. According to Reish, a worm subjected to these pollutants may produce up to 80 per cent less eggs than a non-polluted worm. "The difference is easy to see, you don't need to count the eggs to see the massive difference," Reish said.

The experiments can take from four days to more than six months, depending on the number of generations of worms used and the species subjected to the pollutants. Generally, the tests are run for two generations of laboratory-grown worms. Reish says the more convenient species require two weeks to breed, while the longer-lived varieties, those that take six or seven months, require "a whole lot of time and effort."

"We find in every instance," Reish said, "that reproduction reduces in an inverse relationship to the amount of chemical. What we haven't done yet is to take our concentrations and compare them with domestic sewage waste discharge.

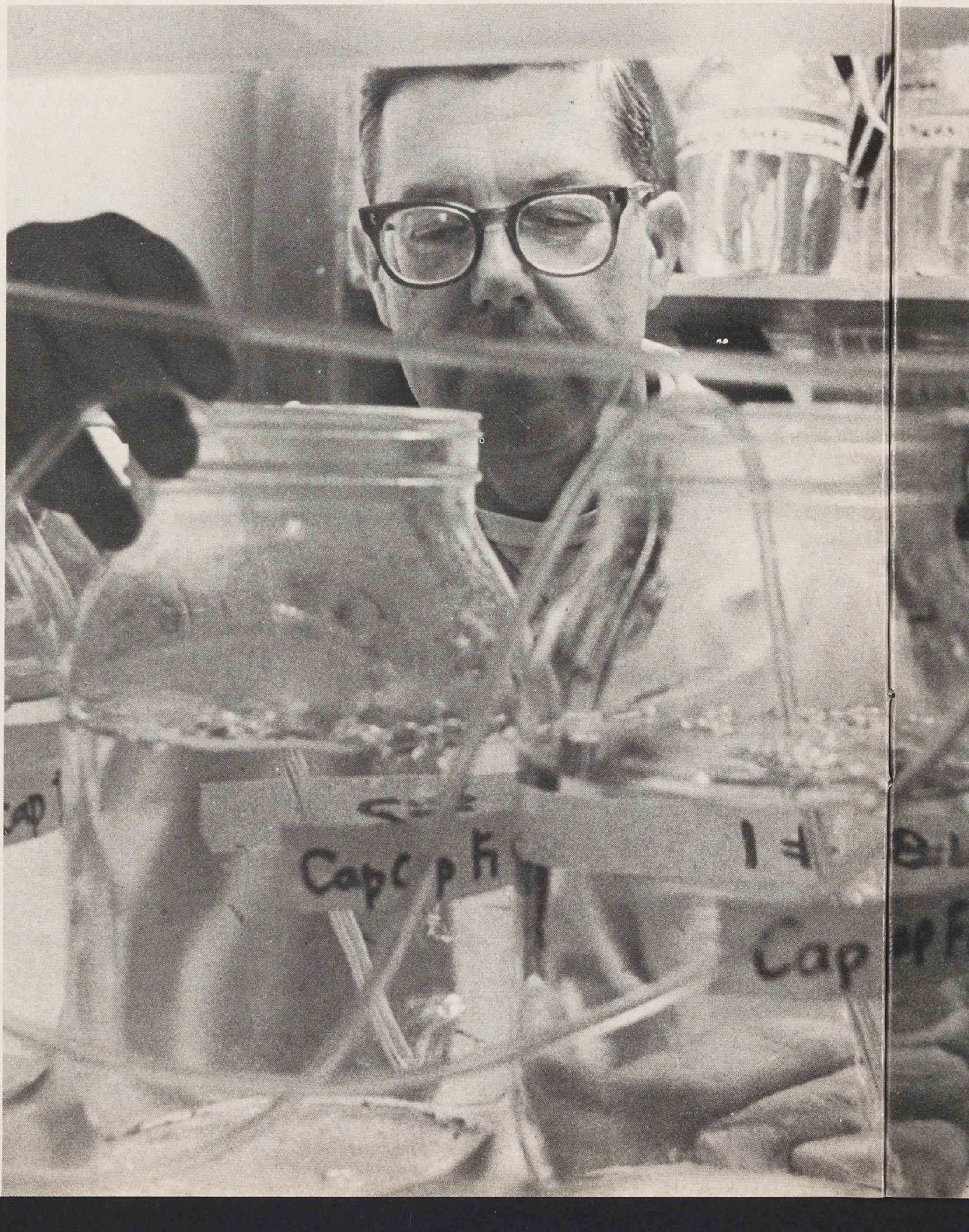
"If we find that X concentration of metal causes no trouble, that's fine. But if we find that X concentration of metal, the same concentration as in the sewage, is fatal, then we are killing the species."

The worm tests, Reish pointed out, could help prevent disasters like the one that occurred in Minimata, Japan. There mercury was discharged into the sea water, and it moved through the food chain. The concentration increased as one animal ate another, and eventually, the mercury killed some 75 people whose staple diet was fish. Hundreds of others were affected, including children who were born with incurable defects.

"There are subtle long-term effects," Reish said. "We don't know how many of the things we dump into the oceans and rivers are causing these sublethal effects."

The laboratory, where Reish and his students search for these effects, is located in a basement corner room, specially constructed for the program. The lab is at the far end of a hall cluttered with specimen cases, and you have to duck under a pipe to reach the door. "That's the sewer pipe," Reish explained. "We're below ground level here."

Inside the lab, the air is cool and refreshing, a happy change from the

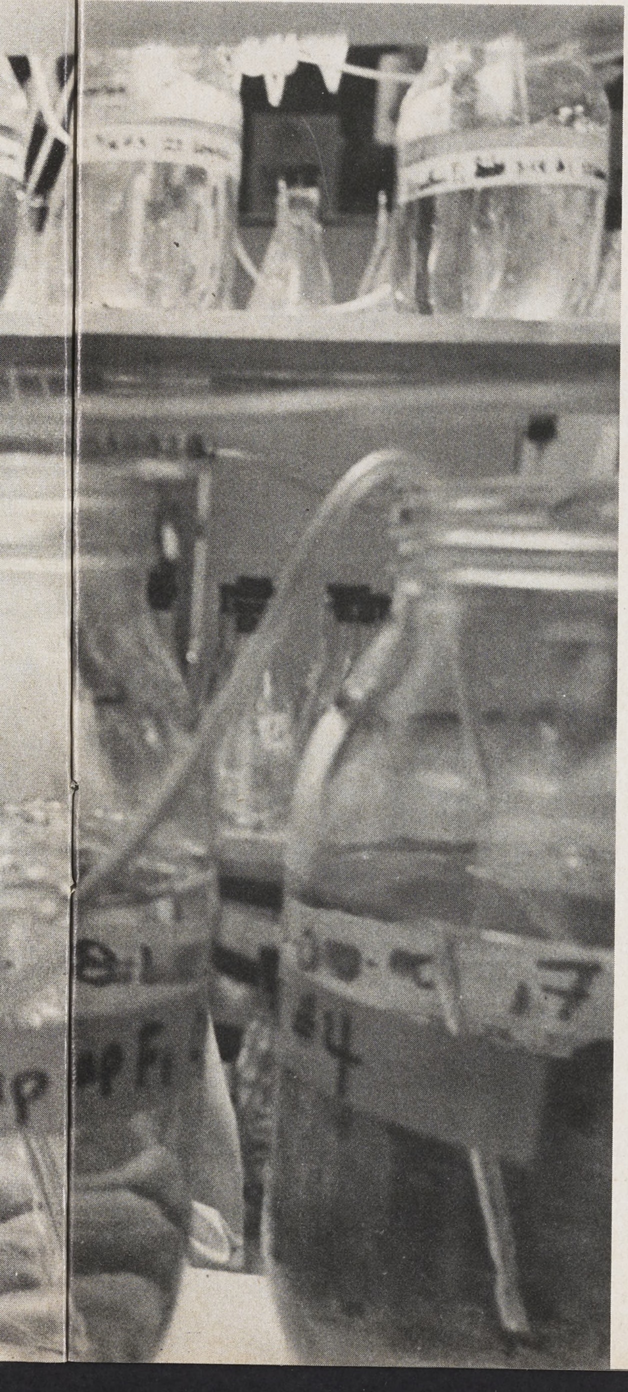


formaldehyde-tainted air outside. The room is kept at a cool 19 degrees centigrade to make the worms comfortable. But it can be too cool for people. To keep him warm, Reish wears a white lab coat with a worm and the words ''Chief Worm'' embroidered on the pocket.

''I never used to wear a lab coat,'' Reish said. ''But I found that after an hour at a microscope in here I get cold. My daughter embroidered the coat. She works here with me sometimes and heard me referred to as the 'chief worm'. I never had heard the name until she told me.''

Along the right wall of the high-ceilinged lab are six floor-to-ceiling bookcase-like structures, with each shelf holding a dozen gallon pickle jars, which serve as aquariums. Each jar is connected to an air compressor from one section of an octopus array of air hoses. In each jar, live several worms, each species segregated to a separate group of pickle jars.

Embroidered on the pocket of his white lab coat are the words ''Chief Worm.''



The jars are only part of a myriad of equipment which includes an eight-foot high, three-level bath which keeps the jars at precise temperatures, and a 750-gallon tank which holds the sea water the lab uses.

''The sea water is trucked in from Marineland every week,'' Reish explained. ''We used to have to carry 500 gallons of sea water in by ourselves, but now it's much easier since the tank is loaded from ground level by truck.

But with all the profusion of expensive-looking equipment, the major part of Reish's grant goes towards salaries. He estimates that 75 per cent of the money he receives pays salaries. Half of his salary and his student assistants' salaries are paid by the grant.

Inflation has made itself felt in the operation. ''We used to buy our gallon jars directly from the pickle plant. They cost about a quarter a piece,'' Reish said. ''But now we have to buy them from a scientific supply house, and they cost 75 cents a piece since the pickle companies began to use plastic jars.''

The lab houses between two thousand and ten thousand worms of about eight species, including one French worm that Reish brought back from Marseille. The polychaetes are collected by students and Reish from the Los Angeles and Long Beach Harbors and Alamitos Bay. The worms are fed on the average of once a week and have their water supply replaced at the same time.

Another part of Reish's project is spent producing a series of ''cookbook approach'' manuals on the care and feeding of polychaete worms.

The manuals aren't all Reish hopes to create in the pioneer program. ''This field is a new field, one which didn't exist two years ago,'' Reish said. ''It's part of the longterm effort to determine the effects of our waste products on the environment. Ultimately, we want to know how it effects man.''

Reish's study of worms and pollution's effects on man and sea life began 27 years ago during his graduate studies at Oregon State College. Reish enrolled in a class dealing with the development of marine invertebrates. He found the subject so fascinating that he wrote his doctoral thesis at the University of Southern California on the life of a marine worm species.

When he received his doctorate in 1952, Reish said jobs were very hard to get. He landed a job with the California Fish and Game Department, investigating the effects of pollution on harbor life. He later received a government grant to continue the studies. The grant was for six years, and when it ended, he came to CSULB to teach.

Reish continued his work on marine pollution here and made a discovery that was a direct precursor to his current project.

Working on a study of the effects of low oxygen levels on polychaete worms, Reish discovered that the worms responded directly to changes in oxygen levels in highly predictable responses. His discovery prompted him to apply for the federal grant for four years ago, but it took three years of negotiating to land the prize.

Even though the special project takes half his time, Reish is still a dedicated teacher. He finds teaching rewarding. ''One thing that interests me about teaching,'' he said, ''is how you can influence and help a person.''

His influence is strong. Of the 20 graduate students he has worked with, a majority of them are working on one study or another concerning pollution.

Reish's contacts are worldwide. He has a close colleague in France, and last September, the CSULB professor travelled to Yugoslavia with three species of worms as exhibits. He had no trouble getting the live worms back into the United States, but he did cause some commotion on the plane.

''On the plane,'' Reish said, ''every time a meal was served, I changed the water in the worms. By the time I was ready to change the water, it smelled strongly of sulfide. By the time we arrived, the stewardesses had come to hate me.'' □

Mother Nature

By THERESA MCDOWELL

"Don't give us too much publicity. That we don't need." A member of CSULB's Organic Garden openly grimaces at the thought of another article on the popular garden.

A continual waiting list, a constant turnover of members and a desire to keep costs down will be compounded by publicity and talk of expansion will be continued. "To expand would be foolhardy," said Hal Schaffer, long-time member and spokesman for the group.

As food costs continue to rise and the garden becomes better known, especially to the community, the waiting list grows. Meantime, the turnover is slightly less than it used to be, according to Mary King, garden coordinator. This is due to more involvement by the community residents who are more stable than students. She pointed out that it takes constant work to maintain the garden and keep the empty plots filled.

"If we didn't work," said Schaffer, "we would soon have a giant weed patch."

Expansion of the garden also would mean expanding the water system, which is provided by the university. Rowland Kerr, coordinator of Student Activities, works with the gardening students. "We don't want to run into high costs," he said.

In the beginning, Dr. Robert Wylder, CSULB English professor, and Ed Jarvis, CSULB horticulturist, chose the virgin soil between Bellflower Boulevard and the west side of the CSULB dorms below State University Drive as the site for the garden.

The 1970 creation, made from good drainage land which had no immediate use, was marked off by Wylder. He began by marking off a circle and pulling weeds.

With that first pull, the four years of problems affecting the garden were just starting to sprout.

The first plots resembled slices of a giant pie. But Wylder, who was primarily interested in starting the garden, left shortly afterwards.

A handful of students, mainly from the Associated Students Ecology Commission, "dug in" in a "gung ho" way, according to Schaffer. But around the perimeter of the original circle popped up independent plots, and shortly the

"Most people think it's going to grow by itself."

outside plots grew while the main garden was laid to rest. "Everyone expected everyone else to do his own part," said Schaffer. "Well, nature did her part, but nobody watered."

The communal type of gardening was abandoned in favor of a square grid with 15-foot by 15-foot plots maintained independently. Individual students' interests in the garden continued to grow until today there are 180 to 200 plots within the cooperative garden.

Finally, success came, but it did not come easily.

"The energy expended in the garden is just enough to make it passable," said Schaffer. "Right now we're saturated from the standpoint of working; there are 200 people out there but not 200 people working. We're lucky if we get 10 per cent."

An incoming member is supplied with an "expectation sheet," which consists of a list of the few rules the garden has. An initial fee of $3 and annual dues of $1.50 are used for replacement of tools and hoses. Members are expected to maintain the land, using only biodegradable materials, to attend the general garden meetings, to participate in working parties, to control dogs and children while working in the garden and to control weeds.

Even with the few rules and the "tremendous sharing" of ideas and work, the turnover of gardeners is high. Most people are discouraged by the hard work necessary to maintain their plots and hence leave. And many people on the waiting list, for various reasons, never choose to become members.

"Many people think, 'Oh boy, I'm going to grow my own food,' but it takes a hell of a lot of energy," said Schaffer. "Most people think it's going to grow by itself."

The garden, however, is maintained year round, and as Biology professor Dr. Richard Lincoln pointed out, "It requires constant attention . . . you have to literally be there at least every three days."

The gardeners must also contend with pests and nurturing the soil organically, which means no chemical pesticides or chemical fertilizers. To replenish the soil, compost made of decomposed organic material, is used. A compost heap of plant material, grass clippings and manure or nitrogent for fertilizer is constantly worked over and turned to aid decomposition.

To combat harmful insects, predator insects such as the praying mantis, lady bugs, the lace wing and certain wasps may be introduced. There are three popular insecticides, derived from plants — pyrethrum, which comes from a daisy-like flower; rotenone, which is extracted from the root of the rotenone plant; and nicotine sulfate, derived from tobacco which leave no harmful residue and with the exception of sulfate do not have a high toxicity. Such plants as marigolds, onions, and garlic also serve as a deterrent to pests. They give off a scent that is detestible to certain insects.

More difficult to control are "bugs" of human extraction. The garden has had a history of pilfering, especially in the summer. The gardeners once considered fencing the garden, but decided people should be able to walk through and enjoy it.

The garden, despite its problems, is growing in popularity. Because of people's fears of a food shortage and rising costs, plots continue to be in high demand.

"The simple answer, some people say, is to expand," said Schaffer. "But that's not a simple solution. For one thing, it would cost more. And we're just able to maintain the garden now. If we expand another 60 acres, we'd soon have a giant weed patch."

He believes there should be alternatives to the garden, especially in the community. For instance, vacant lots or commercial unused land under power lines could be used. "This shouldn't be the only place to go to," he said.

Kerr, too, believes the garden should be primarily for students, although he also sees it as a "learning experience in that it provides for an interaction between community people and students."

In that way, the half-mile long strip of land visited by its members on weekends, seems a success in not becoming a giant weed patch. □

MAY:

By RITA ROBINSON

Dr. Charles May teaches a course that has gotten him called a dirty old man.

And he's sick of it. "I swear," said Mr. May, "if one more person calls me a dirty old man one more time . . ."

The epithet stems from a controversial course Dr. May teaches, "Love and Sex in Literature". In the course — a subject May doesn't like to joke about — pornography is treated as important and serious literature.

Some pornography — good pornography — has literary value, he says.

"If we read a work and it makes us angry," May, an associate professor of English at CSULB, explained as he moved to the edge of his chair and gestured with his hands, "or if we read a work and it makes the hair on the back of our necks stand up, or makes someplace in our chest tighten, or it makes us cry, we don't automatically say that those things aren't literature. But if we read a work that makes the blood rush to our groin, we say it's not literature."

Most of May's students this semester said in a survey that before taking the class they thought pornography was something dirty or was material only "perverts read to get their jollies."

But after being in the class, they were surprised to find not all pornography is aimed at the groin; some of it is aimed at the mind as well.

Jim Laird, a 20-year-old junior taking the course, explains what he believes is "good" pornography:

"Pornography is valuable when its intent is a serious exploration of human attitudes and sense experience. Good pornography heightens one's imagination and explores the vague, shadowy portion of the psyche usually fearfully ignored."

May is a little vague in his own definition of pornography. He explained that defining any form of art is difficult and usually ends up an eternal argument. But one thing he is certain about is that good pornography "deals with a serious and complex human problem. It's the same difference there is between the quality of **Love Story** and of **Romeo and Juliet.**"

In pornography, the parallel to **Love Story** and **Romeo and Juliet** is Harold Robbins's **The Carpetbaggers** and Pauline Reage's **The Story of O**, May said.

May has his reasons for teaching the class. What are the students' reasons for taking it?

Many of May's students are English majors and the overriding reason is that they needed the units. But aside from this practical reason, most were curious about the contents of a course titled "Love and Sex in Literature."

"I took the course because it sounded interesting," said 21-year-old Bob Eman. "And it was even better than I thought it would be. I understand myself a little better."

A typical class period begins with May's arriving a little early and mingling with some students out in the hall. At 2 p.m., the group enters the classroom. May either sits on a desk at the front of the small room or casually leans on the podium. He begins the class by creating a scene.

"Let's imagine we live in a crummy little apartment," he begins. "The bed's not made, the sheets are yellowed and dirty. The sink's full of dirty dishes. The place hasn't been cleaned in weeks. You've been there, right? What else?"

A student adds there are clothes strewn all over. Another adds that the bathtub's filthy with a 2-inch ring of dirt and suds.

More images are added: The only things in the refrigerator are a can of beer and a half-eaten piece of 2-week-old hamburger; it's night and the neon liquor store sign flashes sporadically across the unmade bed through a shredding tear in the window shade; cigarette butts are jammed into a dented tin ash tray, and still more images are included, while May intersperses energetic comments like, "Good, good," "it's familar, right?"

The scene is created until everyone is involved and can identify with the mood. Most agree there's a sense of loneliness and neglect — a feeling that not a soul in the world cares.

Then May asks the class to fantasize a way out of it.

A male student says there's a knock at the door and he's given a $10,000 check. Another student says she finds love. More agree the only way out is to have someone enter their lives who really cares. The apartment takes on a new look: The sun shines into a room that's neat and clean, bed made. It's concluded that the only way out is to let someone in.

May said there is a purpose to these spontaneously created fantasies, which closely parallels the mood created by the authors of the assigned readings.

May says the root of all literature is fantasy.

"Until we can really get involved with the literature in that way and identify with fantasies, we're not really responding to it at all. We're just responding to an inert artifact outside ourselves. Now the students can do whatever they want with the material after that. They can judge it, they can throw it away, but until they take it in, until they are willing to participate in it, they don't really understand. They aren't ready to appreciate the work."

Even though May asks his students to get involved in the pornographic fantasies he assigns them to read, and even though he asks them to create fantasies of their own, most students claim that the class hasn't had an effect on how much they fantasize.

Linda Fenner, a 26-year-old graduate student, was asked if she fantasized more as a result of the class: "No, not more, just as much as usual."

One of the main goals of the class, May said, will be to get his students to pay less attention to the sexual passages in movies and books.

He said that this will happen because students will deal with sexual fantasies, identify with them and then recognize them as normal. May claims the need to label a passage in a book "dirty," and to mark it by folding the corner and secretly showing it to friends, will be eliminated.

He is tired of "bawdy, locker-room references to sex" and the fact that most people, when they hear that something is dirty, automatically assume it has to do with sex. And so do some of his students.

"It really upsets me when people talk about sex in locker-room language and think of it as dirty," commented a student who wanted to remain anonymous. "To me, it's indicative of the state of health of our society. Dr. May is making a professional attempt to present sex as it is — not dirty, but as a natural desire we all have and dream about having."

May's biggest frustration in teaching the class is the reactions he receives from fellow male professors.

"They have a tendency to give me a jab in the side and snicker a little," May said, lips taut in disgust. "It's frustrating to me because I have to endure the fact that people outside the class don't understand. I can't convince them, Lord knows I've tried, but I get tired trying."

He's not a four-letter word

Not only does May have this problem, but so do his students. One student got this reaction: "You must accept the Lord and renounce it (the class)."

The class is extraordinary by many students' standards primarily because it deals with a traditionally taboo subject. To Lola Ward, a 50-year-old student, it's an ordinary academic course because "the material presented is to be read, understood and written about."

Dr. May is held in high esteem by his students. They are impressed by his professional attitude and the way he handles the subject matter.

But inside the classroom, May is anything but traditional. He uses every four-letter word around. Outside the classroom; however, his language is no different from any other professor. He feels the switch in character is effective.

"I play roles," he explained. "I play those kinds of roles that I think will shock the students out of their lethargy and get them to respond. And, I play this role by using four-letter words that I wouldn't use in ordinary conversation."

Dr. May, who confesses that most of his freshman year at Morehead State University of Kentucky was spent

wondering if he'd ever be good at preaching, said he's not uncomfortable using four-letter words and most of his students get used to it right away.

"At first, I found his use of four-letter words entertaining," said one of May's students, 21-year-old Dave Holmes. "But now it's commonplace."

Other students feel much the same way. Nancy Migdall, 21, agrees that it's ordinary now. "His use of four-letter words is like brushing your teeth — it's something that's accepted and actually refreshing."

Another student feels that the use of the words works well with the traditionally taboo subject matter and adds to the already exciting atmosphere of the class.

Not too surprisingly, May appears to be interested in what he teaches.

His office was once covered with erotic prints and posters, but has now given way to freshly painted yellow walls. It was painted during the winter break and that's why the pictures were removed. May said the reason they're not back is because they were "getting old and yellowed anyway."

The posters may be gone from his office, but stacks and shelves of books remain. Some are porn, some aren't.

Most are the kinds of books you'd find in the library of any professor teaching a course in love and sex in literature: **Ulysses** by James Joyce, **Portnoy's Complaint** by Philip Roth, **Fanny Hill** by John Cleland and also the anthology of pornographic writings he uses for his class. The anthology includes excerpts from **Fanny Hill, The Story of O** and the sado-masochistic story of **Justine** by the Marquis de Sade.

There are also notes for a book he's writing on the short story and a neatly shelved collection of professional journals in which he has published about 20 articles dealing with Victorian literature, his speciality.

He owns a large collection of literature on the psychology, physiology and sociology of sexuality.

"I try to keep up with as much on sexuality that has been published as I can," May said.

Dr. May's home library is not quite so limited in subject matter. In a bedroom converted to a study, on either side of a large wooden desk, are floor-to-ceiling bookshelves. The books fill the shelves, overflowing to neat stacks on his desk.

The subjects range from several volumes of encyclopedias on literary movements through history to Kurt Vonnegut's (one of May's favorite authors) **God Bless You, Mr. Rosewater** to **The Exorcist** ("a really poor novel") to books on gardening, child care and varieties of birds in California. And on the wall between the bookshelves is a bulletin board with a fluorescent poster of the outline of two bodies demonstrating 12 different positions of love and a couple of cutouts from **Playboy's** anniversary issue.

May's tall, dusty-blonde wife, Joan, who is in her ninth month of pregnancy with their second child, took up birdwatching when they moved into their condominium in Westminster last summer. From the backyard, with the aid of binoculars, she watches and observes the activity in the bird sanctuary across the street with the help of their curly-topped, four-year-old daughter, Hillary.

May, 33, says he was exposed to pornography at an early age. He was the first child in a family of five — three boys and two girls. His dad was a truck driver and had a difficult time supporting a large family in the back hills of Kentucky.

"God, we lived in a two-room shack," May recollects, "and we never had much money."

"When I was a kid, about 11 or 12, my dad would bring home these little porno comic books called eight-pagers or Tijuana Bibles. They had traditional comic characters like Dagwood, Blondie and Superman in extremely pornographic scenes.

"Later, when I was about 16, my mother's father had a stroke that paralyzed his right side. I took care of him. I felt sorry for him so I bought him magazines — sexy women, stag, men-only types — that I would read to him." May added that he also read Mickey Spillane novels, once considered to be outrageously sexually explicit.

Dr. May also acquired a certain taste for music back in his old Kentucky home.

"Kentucky's not far from Nashville", he explained, "and that radio played all day long."

By the time he got to college and wrapped up in the beatnik atmosphere of the early '60s (he still wears a well-sculptured beard and mustache), he had reached the saturation point with country music and was heading full swing into rock 'n' roll.

Today, he has an extensive collection of both. He's got records by Hank Williams, Hank Snow, Bill Haley and the Comets, and in 1970 when KHJ played a two-day history of rock 'n' roll, he spent his Saturday next to the radio.

"I sat next to that radio for 12 hours,

noon to midnight," he recalls, proudly displaying a set of white teeth that make a pleasant contrast with his brown skin, and black hair "and I recorded eight solid hours of rock and roll."

Dr. May, who received his Ph.D. at 25 from Ohio University in Athens for a dissertation on Thomas A. Hardy, also spends a lot of his time working on the classes he teaches and creating ideas for possible future courses.

His "Love and Sex in Literature" class was one of his creations. The CSULB English Dept. leaves the subject matter of one course, English 498, open so instructors can create their own topics, pending approval of the department chairman and the curriculum committee.

May thought there would be no trouble with the class since his proposal was routinely accepted by the English Dept. But now there are two groups, the administration and the faculty, that are investigating May's class to find out if he is guilty of an unprofessional conduct as charged by a fellow professor.

It began last fall, when May, after hearing his course referred to as the "smut class," wrote a letter to the campus newspaper, the Forty-Niner, to explain his purpose in offering a course which dealt with pornography.

Dr. Robert E. Strain, an "over 50, but not quite 60," economics professor at CSULB didn't like what the letter had to say. He shot off a series of letters, something he admits he has the habit of doing "when anybody sticks his neck out in that way," charging Dr. May with unprofessional conduct. The letters went to Stephen Horn, CSULB president, Glenn Dumke, chancellor of the California State Universities and Colleges, and anyone else who might be interested. A lot has been done by Strain in the line of correspondence, and there has been a lot of talk over the controversy, but as of yet, nothing definite has been decided upon.

One thing Dr. Strain said he is unlikely to do is visit Dr. May's class to find out if what he has charged is true.

Strain may be especially reluctant to make the visit after a report he got from a former student whom he describes as "a relatively mature person — a woman, a black woman, incidentally."

"She stopped me on the walkway one day in early February," Strain recalls, "and said, 'Say, Dr. Strain, I bet you don't know what course I'm taking.'"

Strain could guess.

"It's great," the woman declared.

"Well," Strain recalls replying, "I'm glad you enjoy it."

Relatively mature or not, he muses, "she may tend to be enthusiastic about any professor — or at least any male professor."

Another reason Strain won't drop in on May's class is because he claims, "I'm not that curious."

But he's curious enough to see this case settled. He feels "there really ought to be some public airing of the outcome of the matter."

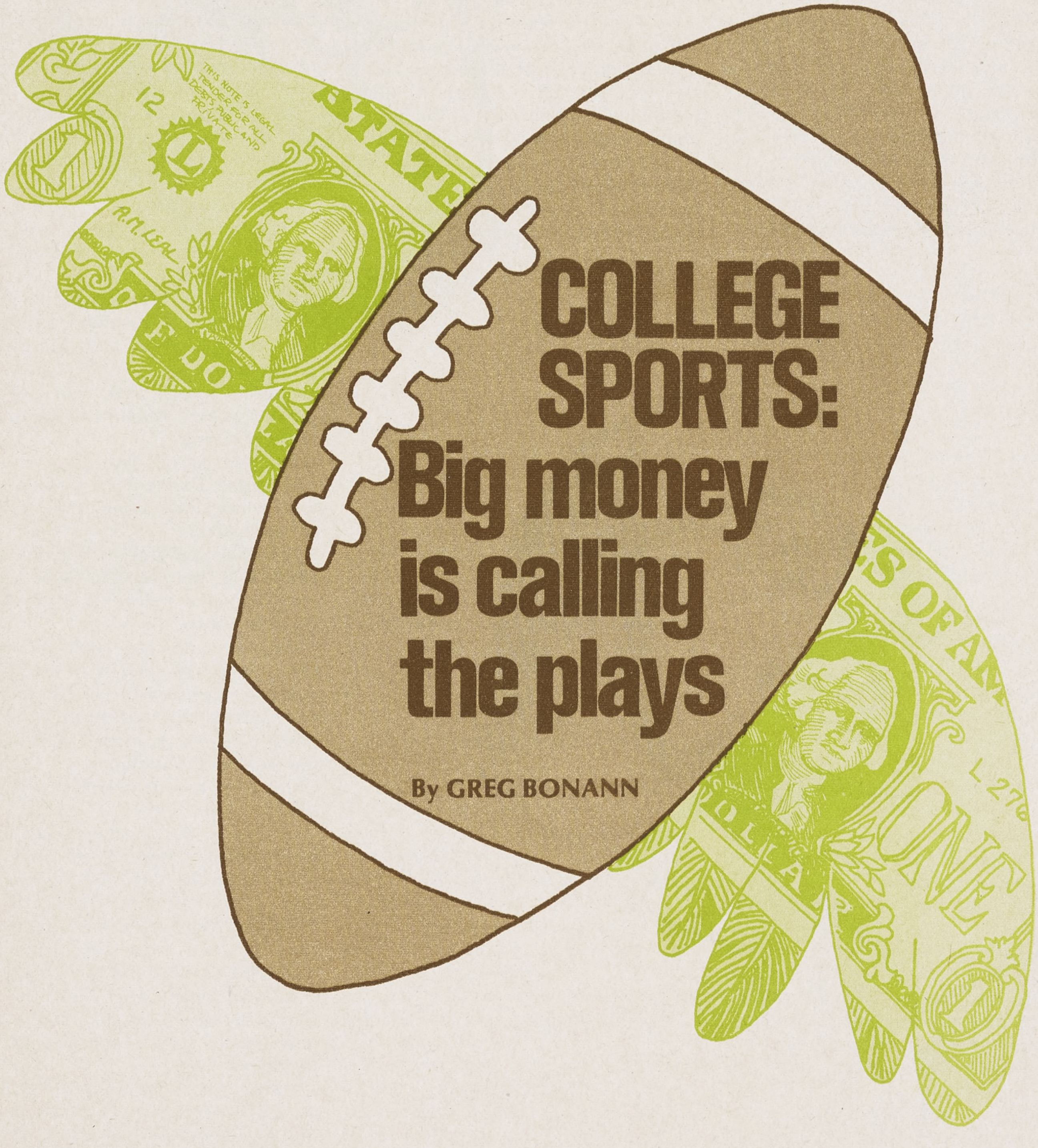
Dr. May also wants the outcome to be announced publicly. He feels it will clear his name and he wants people to know about it.

Possible outcomes could be May's clearance of the charges, or his suspension from the university, or dissolution of the course on grounds of irreconcilable differences with academic standards, or the public admonishment of Dr. May, which only means symbolically slapping May's hands.

In spite of the possible results of the investigations, May has already made plans for another English 498 course. This one will deal with Gothic horror literature. May feels there is a connection between expressing fright and repressing sex. But that is yet to come.

And no matter what result the controversy takes, May will remain enthusiastic in his support of pornography.

"What I am proposing is that we accept pornography with irrational joy. I do not say that pornography is not the whore of literature. She is, but she does not have to be the scabby and vulgar whore of our nightmares, but rather the beautiful and divine whore of our daydreams." □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COLLEGE SPORTS: Big money is calling the plays

By GREG BONANN

Within two years CSULB may not be fielding a football team. "In fact," said Lew Comer, CSULB athletic director, "if we continue on our present course for the next year or two, we may not have an athletic program at all."

This pessimistic outlook is not unique to CSULB. An estimated 90 per cent of the formerly self-sustaining athletic programs in the nation are now in the red. And Comer is not alone when he says he sees no chance of survival if the present situation prevails.

As Jim Murray, **L.A. Times** sports columnist, put it, "You get a football team today the same way you get any other semi-precious commodity. You buy it. You bid for it on the open market. You subvert, cheat, huckster, seduce, or use any or all of the other tricks of the marketplace."

The future of CSULB's intercollegiate athletics might reflect the desperate course that UC Berkeley is considering. UCB, CSUSJ and possibly CSULB may drop out of conference and big-time athletics in general and concentrate on intramural sports for student non-athletes.

UC Santa Barbara has already made this change. "We're alive and well financially," said athletic director Dr. Al Negratti, who's also known as chairman of leisure services.

"We took the plunge, if you want to call it that, and we found out two things. It straightened us out financially, and it's making a lot more kids happy. Who could ask for more?"

For those with a stake in big-time athletics, the specter is, all the same, a little frightening. The thought of having YOUR values dismissed is always a little unnerving.

The problem, simply stated, is one of economics. Some programs must be eliminated, or more money must be found.

The answer to the problem may be to encourage each sport within an athletic program to raise its own operating budget.

A good example of this is an action taken recently "to promote the noble game of rugby football" in San Diego. So desperate was the San Diego State rugby team to supplement its $400 budget that the men posed nude on the bleachers in Aztec Bowl.

A spokesman said they were promised $600 for the photograph if it was published in **Playgirl** magazine.

The 35 players didn't even ask for permission from university officials. And those officials had no comment.

UCB Athletic director Dave Maggard said "We're all looking at ways to cut costs. If we don't, we'll be out of business."

Del Walker, Long Beach City College athletic director, believes CSULB has let the situation get out of hand.

"There is a tremendous overemphasis on athletics today," Walker said. "We have made sports too important and now we are backed into a corner."

To compound the existing financial problems in the men's intercollegiate athletic budget, women athletes are now asking for equal support and financing. The federal government recently threatened to withdraw aid from universities which fail to provide those equal funds.

The rising costs of scholarships, salaries, recruiting and travel are already crippling the athletic program's financial future, and the added burden of a woman's program will make drastic measures inevitable.

Athletic departments are in a "damned it they do, damned it they don't" situation. With costs up everywhere, there is a constant struggle just to exist.

There have been many suggestions for the salvation of the CSULB athletic program. First, and most popular, seems to be cutting the red-ink minor sports. Minor sports create a deficit and football blackens the ledger at other schools. But at CSULB, football is the biggest deficit-producing sport, so some people are in favor of cutting it out.

Although football is the major money-losing sport at CSULB, those who advocate its elimination do not recognize the role it plays.

For example, every year the 49er Foundation accounts for $90,000 to $150,000 in athletic financial support with football and basketball as the primary stimulants for these donations, accounting for approximately 70 per cent of the money received.

So if football is eliminated, it could mean the money lost is greater than the money saved unless donations are enlisted by the interest in basketball and various minor sports.

At CSULB, the entire athletic budget is very unstable. The main source of revenue, alumni contributions, was boosted by the basketball team's success. Before the 55-57 loss to UCLA in the 1971 NCAA Western Regional Basketball finals, there was very little support from anyone except football enthusiasts. Since that game, donations have been sharply

Athletic departments are in a "damned if they do, damned if they don't situation."

rising. However, because of the recent NCAA suspension, eliminating CSULB from post-season play and NCAA national television rites in both football and basketball, decreases in donations are expected..

There are three other sources of income for CSULB: community contributions, Associated Students ($32,000), State funds and ticket sales. But Comer, along with his counterparts throughout the country, is now confronted with the fact that these are no longer sufficient.

As a possible solution to the problem, Senator Mervyn Dymally (D-Los Angeles) has proposed a bill officially recognizing athletics as an important facet of education. The bill, if passed, would allocate equal funds to the women's programs. Although its main purpose is expanding the women's programs, it would provide more money for the men's efforts as well.

A deficit-producing sport is similar to any other educational department program. Baseball, tennis, golf, and gymnastics teams all use more money than they make, but if those sports are cut because they are not balancing the book, members of the student body could complain of unequal educational rights. The athletic department would take on a football-factory status.

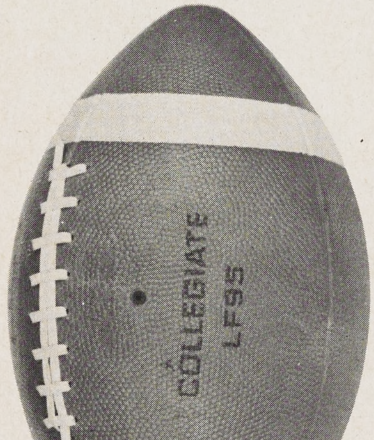
John McKay, University of Southern California athletic director, believes minor sports and women's sports are as important to an individual's education as football and basketball, but he does not see where the money is going to come from.

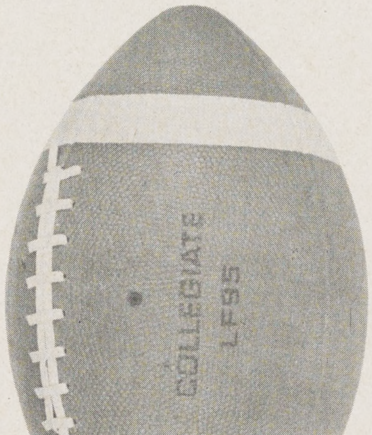
McKay said, "A group of girls came to my office wanting to compete as a varsity women's crew. They wanted money for a new shell, boathouse, a coach, the works. They don't even have a schedule.

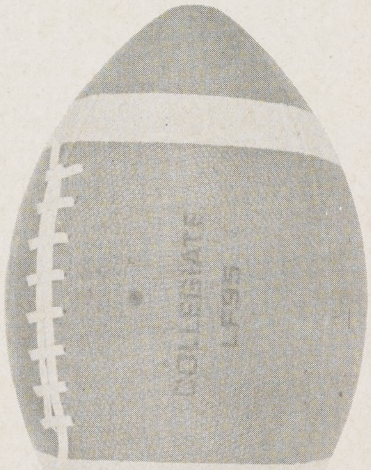
"I tried to explain how the men's crew operates. The coach is a volunteer. He gets no salary. The shell was donated. The entire program is financed independently. Otherwise, there would be no men's crew. It isn't part of the athletic department's budget."

The situation is very similar at CSULB, only worse. Athletic Director Comer will soon be forced to make decisions between the major and minor sports; inevitably, some sports may be reduced.

Elimination of sports has been left up to the individual athletic department and its director. Throughout the nation, the sports being eliminated have followed no particular pattern. Comer will be







forced to review the situation at CSULB and make an independent determination based on need. "It may be," said Comer, "that within three years the number of intercollegiate sports will be greatly reduced. And half of those remaining will be women's sports."

In Comer's annual summary for CSULB intercollegiate athletics he told what athletic departments offer and what they should offer: "A broad and well-rounded program of intercollegiate athletics, including both intramural and intercollegiate competition is an integral part of the student's total education process.

"The intercollegiate activities are designed to provide for the student athlete a healthy atmosphere for the development of educational leadership, physical fitness and sports participation as a recreational pursuit and athletic experience."

If a sport such as swimming, for example, is successful in doing these things, is it fair to eliminate it from the department's program just because it does not make money?

There are other questions: Should the number of participants involved in a program be important? Secondly, can educational value and maturity gained by participation in a program be weighed? Finally, and most important, is it relevant to education?

The future of CSULB's athletic program will depend largely on whether Comer can continue making ends meet. Since coming to CSULB in 1971 he has done a very commendable job in not dropping any sport.

Throughout the country, many sports programs are starting to fold. Most universities with 14 to 15 different sports are considering reduction to eight. Even in the Pacific 8 Conference, Washington State University has dropped swimming and will drop several other minor sports in the near future to concentrate on football.

UCB is considering a de-emphasis of intercollegiate athletics and an adoption of stronger and less expensive intramural programs. Pepperdine University and the University of the Pacific have dropped track and field, and UCSB no longer fields a football team.

CSUSJ may cut $35,000 of its athletic department's annual $90,000 budget. If this proposed cutback goes through, the remainder of the budget will be divided equally, as prescribed by law, between the men's and women's intercollegiate sports.

Ten of CSULB's 14 intercollegiate sports survive on an allotted operating budget of less than $2,000. While baseball and track receive $5,000 each, basketball gets $109,000, and football, $127,000.

On a national scale, the CSULB athletic programs' total funds rank in the lower 30 per cent. However, the school places an average of eight of its 14 sports in the top 20 in the country, a praiseworthy accomplishment.

Operating costs at Long Beach have risen 30 per cent in the past year alone, while income has remained the same. CSULB obviously is in trouble, and as Comer said, "Without the community and alumni support we would not have an athletic program at all."

If CSULB should get state aid in this present dilemma, which would force the

"From the Big 10 to Slippery Rock, the savage cost of winning has plunged America's collegiate sports into an economic and moral crisis of major proportions."

—New York Times

U.S. Department of Health, Education, and Welfare (HEW) to acknowledge the educational value of athletics and their role in the educational process, it would possibly delay the inevitable for five years or more. By that time the university may have learned to cope with this athletic crisis. As of now, state aid is not assured and the only other solution is giving some of the non-income sports the ax.

A recent NCAA survey reported over 90 per cent of the nation's athletic departments are operating in the red. Behind each one of these departments is an athletic director who has been told to cut down on expenditures and submit a balanced budget. There is only one thing to do other than frantically eliminating non-income sports: Find a loop-hole and manipulate the university budget to absorb the loss so the athletic program can continue to operate.

In the country today there are few institutions that are making money. The successful ones: USC, UCLA, Oklahoma, Nebraska, and Michigan. All of these programs are successful solely because of their football teams.

Michigan, for example, has already sold 650,000 football tickets (at $7 per ticket) for next year's season. That is $4.5 million in operating revenue available to balance out their $4.2 million operating budget. The situation is similar at USC. Coach and Athletic Director John McKay clears $100,000 average out of a 4 million dollar income. UCLA is lucky to break even, which it has in the past years thanks to the amazing talents of its Athletic Director J.D. Morgan. UCLA, by the way, supplements its income with a packed Pauly Pavilion and lucrative television and radio packages. (Sometimes totalling as much as $500,000 or more for football, and $100,000 for nationally televised basketball, and their guaranteed $1,000 a game for tape delay home and away basketball games.)

As for the women's cause, although just, it may kill the intercollegiate athletic program in one neat assault.

Robert C. James, chairman of the NCAA legislative committee, said, "College athletics face impending doom if proposed Health, Education and Welfare guidelines are adopted to meet the 1972 Civil Rights Act. Under the present HEW proposal, any institution must provide both sexes with equal financial conditions."

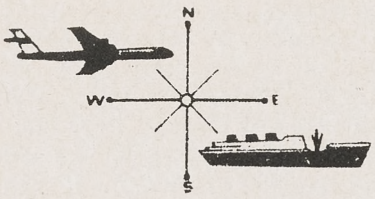
As this law stands now, the Civil Rights Act could possibly put all college athletics out of business. The interpretation of the law has filled over 36 pages, although the original is only one sentence.

To further complicate matters in this quest for equalization for men and women in the athletic programs, according to Walter Byers, executive director of the NCAA, funds donated by boosters or generated by sports such as football would also have to be matched for women's athletics under the proposal.

"Not in any way do we contest the desirability of having women's athletics," said Byers. "But we are concerned that the dollars generated by men's programs cannot be retained by the men or the dollars donated for specific purposes cannot be spent for those purposes."

Obviously the men's program is in a financial explosion; compounding it with women's athletic expansion problems doesn't help. ☐

> *The women's cause may kill the collegiate athletic program in one neat assault.*



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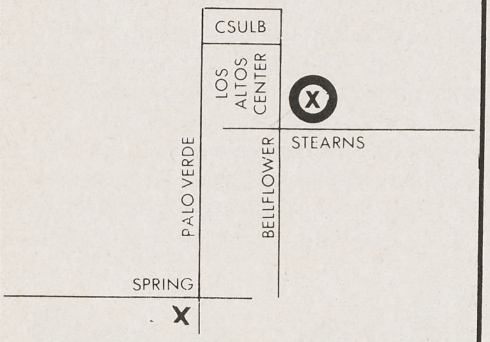

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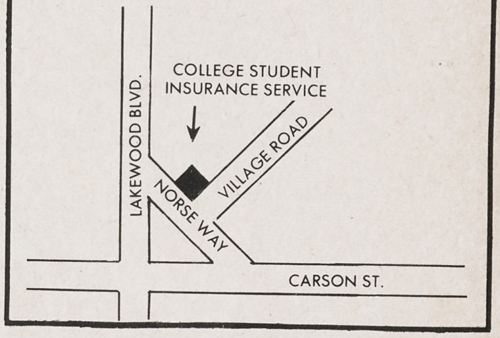

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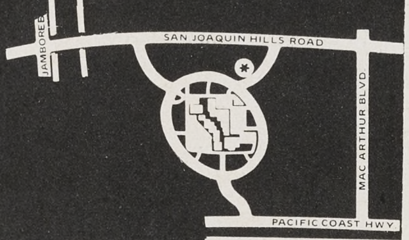

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By JERRY HINTON

An old Chinese proverb says . . .
"I hear and I forget
I see and I remember
I do and I understand . . ."

This describes the philosophy of CSULB's Learning Assistance Center.

Almost hidden away in the east wing on the third floor of campus library is a room offering a service many students aren't aware of. This 300 square-foot room houses the LAC, a place where students can go if they have learning difficulties.

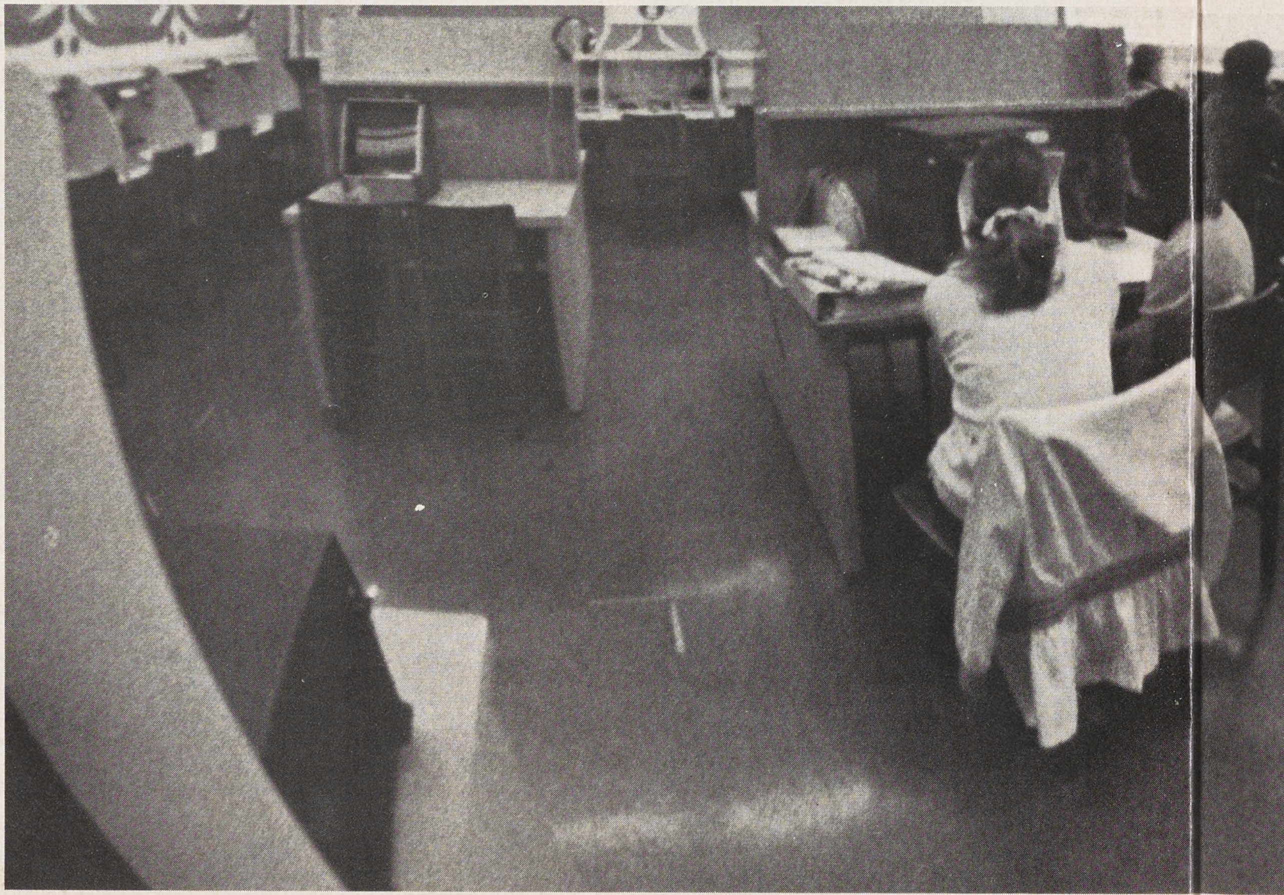
Despite its inconspicuous location, is it a place to which educators from all over the world are writing for information on its operations. The reason for the inquiries is that the LAC at CSULB is one of the most successful centers of its kind and is being used as a model for other institutions which want to provide a similar service.

For example, Dr. Martha Maxwell, director of Reading and Study Skills Services at UC Berkeley, wrote, "I would evaluate the LAC (at CSULB) as one of the top learning centers that I have seen. It is the most efficient in terms of operation, staff and data collection."

Louise Binder, a student who had been out of school for 20 years, is taking the Developmental Reading course there. The program is making a tremendous improvement in her reading capabilities. If she ever has a problem in any other area, she will use the LAC again, she said.

Chuck Carmichael, a freshman accounting major also taking the Developmental Reading course, says he has doubled his reading speed in just five hours at the LAC. The success of this

When it's not as easy as A,B,C



course is enough to bring him back for another course in some other area he claims.

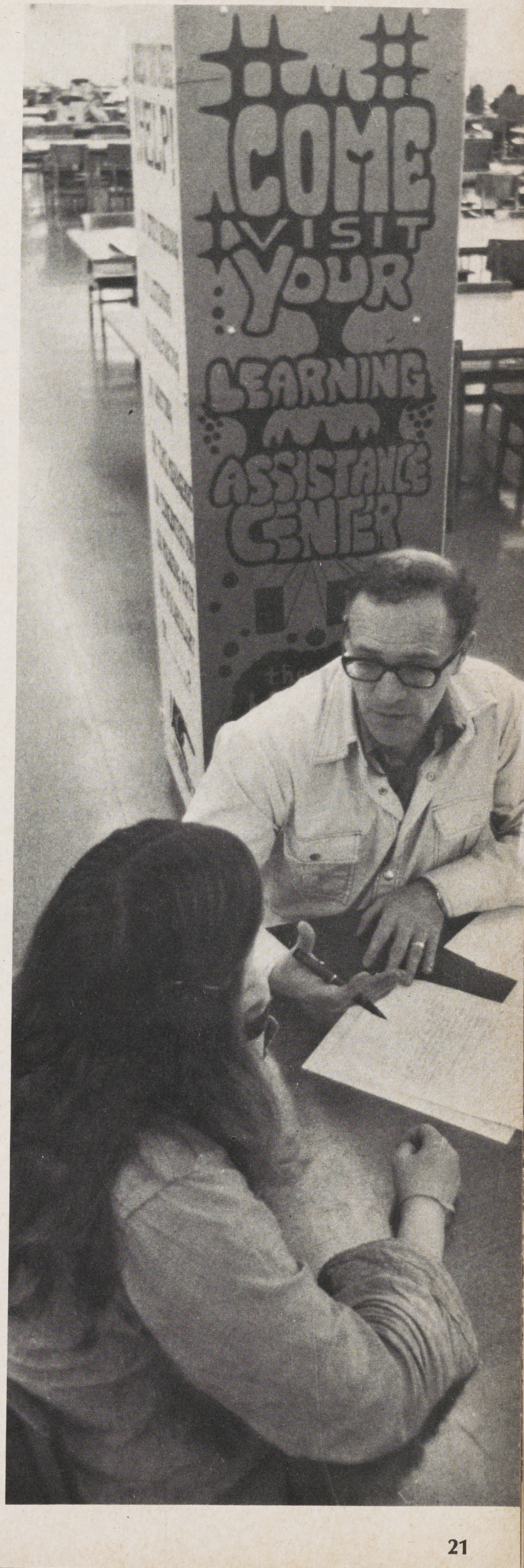
Bette Warren wrote to the LAC, after completing a program, that she raised her C grades to all A's. She credited the LAC for the improvement.

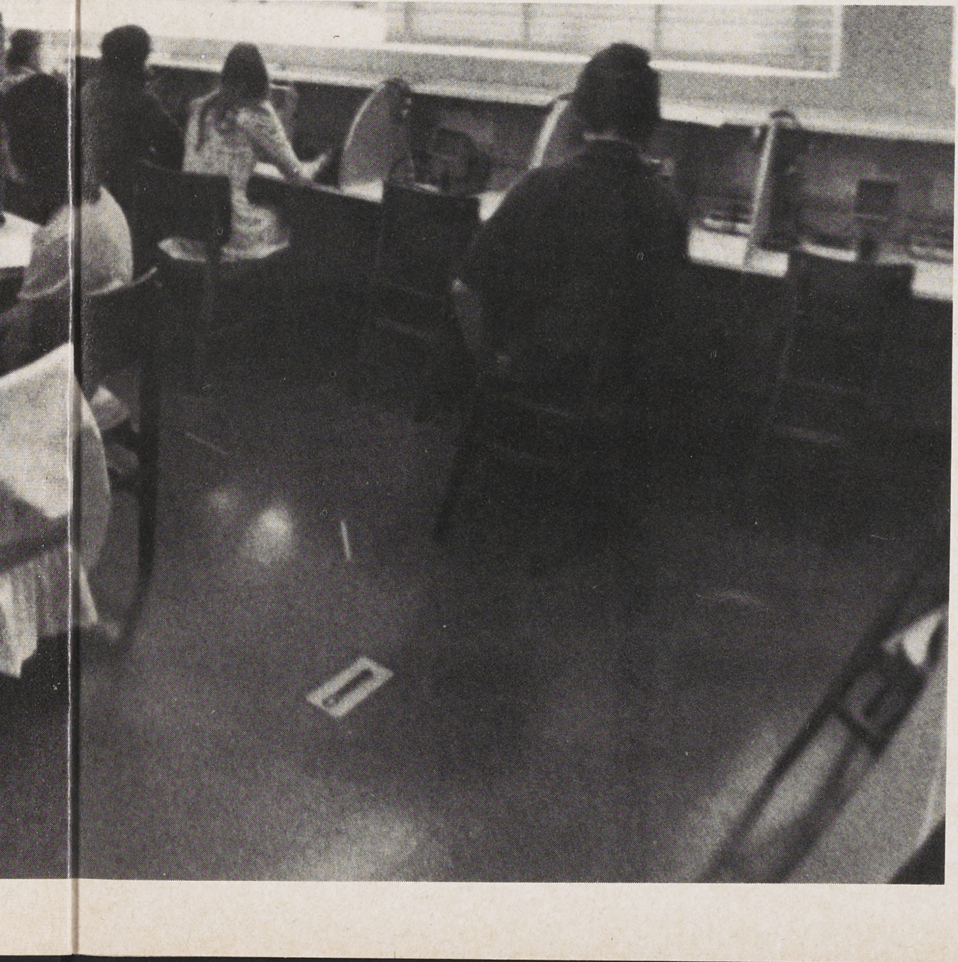
What makes CSULB's LAC so successful? The answer may be that its director and coordinator, Frank Christ, has dedicated many years to developing this special project.

Christ claims a major reason for the LAC's success is, "We never lose sight of the individual. We're concerned with self-paced learning."

Christ said the center is one of the best in the country. "There are learning centers, study skill centers, not any one of them has the approach, the scope, the

Frank Christ, director and developer of the LAC, aids student in developing personal study plan.





"The satisfaction comes in knowing you are more efficient, more effective as a listener . . ."

rationale, the diversity of programs that this one has."

To Christ, the purpose of the Learning Assistance Support System (the total program under which the LAC functions) is to mobilize all existing resources on and off the campus for the student who has any difficulties in learning, to help him to learn more in less time with greater ease and confidence."

This may sound like a remedial learning program, but to Christ, there is no such thing as remedial. "We're talking about a student, a learner, and recognizing that he or she has peaks of strengths and valleys of weaknesses, and then we're attempting to strengthen the strengths and to remove the weakness—make them into strengths."

The LAC officially opened in 1972, and has increased from 169 visits during the first month to about 1,400 a month now. The center is staffed by one full-time counselor, one part-time counselor, one supervisor, seven student aides, two counseling fellows and several volunteer tutors and faculty advisors.

The facility also boasts an extensive inventory of "hardware," including 34 cassette players with earphones, four filmstrip - cassette machines, three Welch Auto-tutors, seven Language Masters, two film-loop viewers, 18 various reading accelerators, one video player, a speech compressor and expander, a cassette duplicator and an optiscope page magnifier.

The center has many programs that are fitted to each individual's needs. Among these are programs in skills review, reading improvement, vocabulary development, study management, study-reading, listening/note making, exam techniques, term paper writing, computation, mechanics of writing, reading and spelling.

Other programs have been designed to prepare students for such standardized tests as the Medical and Law School Admissions Tests, Federal Service Entrance Exams and the Graduate Business Admission Test.

No credit or certificate is given for completing one of the programs, but, according to Christ, "The satisfaction comes in knowing that you are more efficient, more effective as a listener, as a note taker, as a time manager, as a task organizer, as a reader of a textbook, as a retainer of information that you want to retain, as a person who can concentrate on the task to be done, as one who has concerned himself with himself and as a learning organism.

The LAC is an outreach program of the university's counseling center. It is financed from the CSUC Fund for Innovation and Improvement and is accountable to the office of the Chancellor of the CSUC system.

Although the LAC is primarily concerned with helping students, Christ says the university staff may also use the center. That means clerical personnel, electricians, carpenters, or anyone else who works with the university, can use the LAC to improve their learning capacity.

Actually anyone who has a campus I.D. card can use it, but Christ is quick to point out the LAC's main effort is directed at the student.

There is a wide diversity of people who use the LAC. "A staff member who is working on a high level vocabulary improvement program could be sitting next to a person from Hong Kong who is working on pronounciation and enunciation with the Language Master," says Christ.

"Next to him could be a person who has made it professionally and is coming back for a degree and is doing back-to-school review of all the basic learning skills. Next to that person could be somebody in statistics who is doing a review of basic algebra."

Christ emphasizes the LAC is a support service. He says when a person comes to the center for counseling, the person's problem is either solved right there or by referral.

He adds, "We're never satisfied with what we are, we're always reaching for whatever the situation is demanding of us, in terms of support, so that is more students need a particular kind of help, then that's where we move. If students say, 'We don't appreciate this, it's not working, it's phony,' then we'll try to find out why it's not working, and then adapt it or stop it."

Unlike many centers, Christ has a built-in feedback mechanism to see how his can be more efficient, more effective, more personal, more individualized.

"One of the ways that we differ significantly from most, if not all centers, . . . is that we manage by objectives which are measurable objectives which are posted publicly. There's a scoreboard that says if we did it or didn't do it. So, we are very accountable," said Christ.

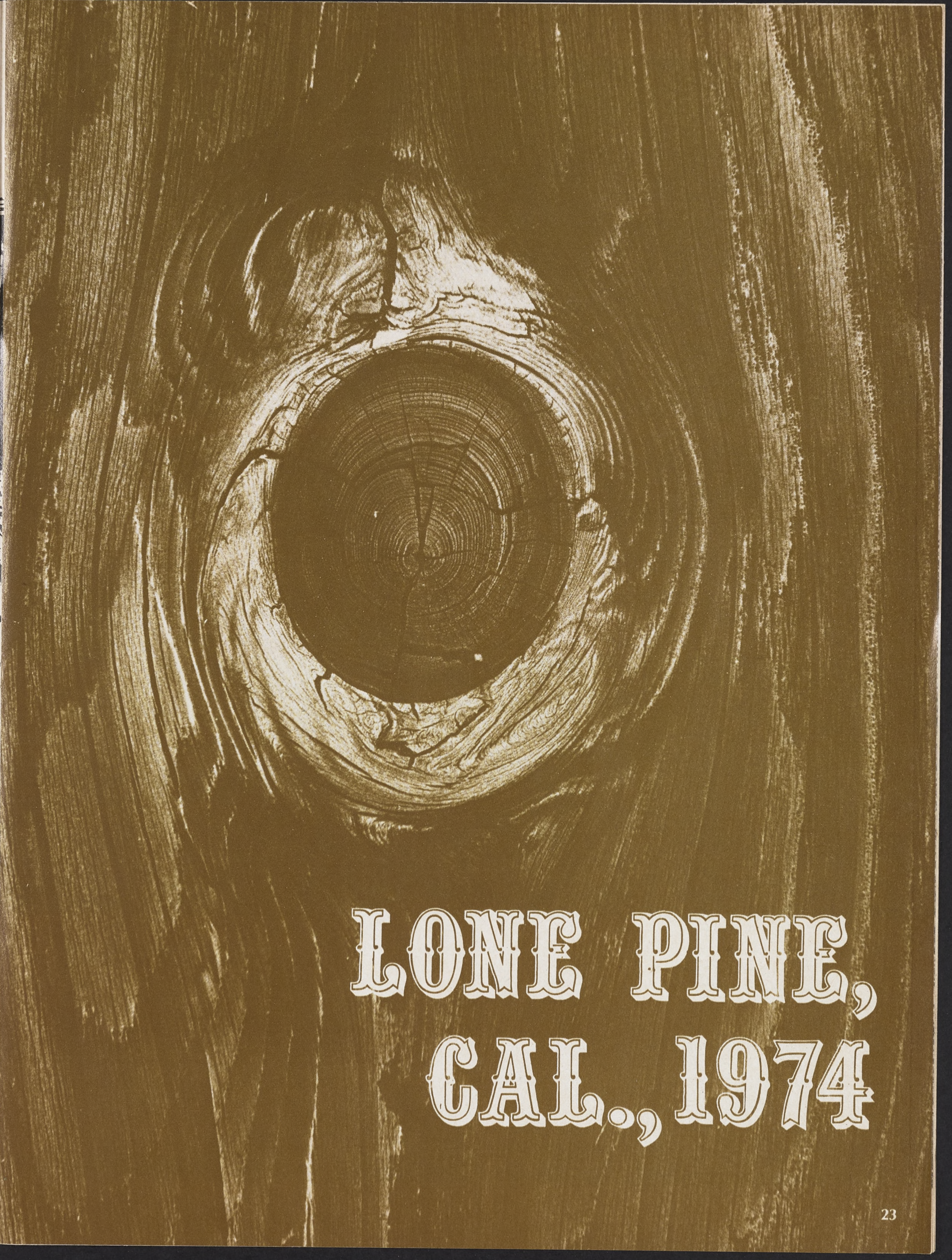
He is also involved in trying to implement his plan at the 19 other CSUC campuses. A representative from every California State College and University has visited the LAC to get ideas for their own campuses.

Christ said they are planning for it to be the model learning center . . . not just for the college system, and not just for California, but for the entire country, if not for the entire world."

Christ also wants to get a major city library to work cooperatively with the LAC in developing a public learning assistance center.

"I feel strongly that what we are doing here can be done within a public library, within a city, and done with city funds and with city personnel. It would be helping people who don't want to physically come here on campus in preparing to go back to school or for one of the professional tests, etc.

"I think it would be offering . . . a bridge into the community which would flow both ways. We would be supporting the community in a very worth-while need. If we truly believe that democracy is only as strong as the intelligence and information of its people, then what the center is doing is offering a way not to GIVE information, but to GET information, in the most efficient and effective way," Christ said. □



LONE PINE, CAL., 1974

All the big names were at the first meeting of the photography workshop — Nikon, Hasselblad, Minolta, Konica, Canon and Pentax.

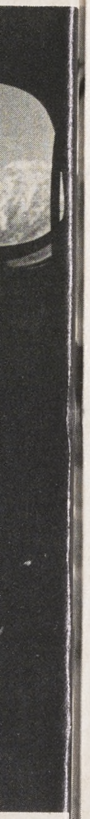
Behind the cameras were 22 apprehensive student photographers. For most, this would be the first time they would produce a truly fine photographic print. After all, that was the idea of the "Photography on Location" course offered by CSULB's continuing education program.

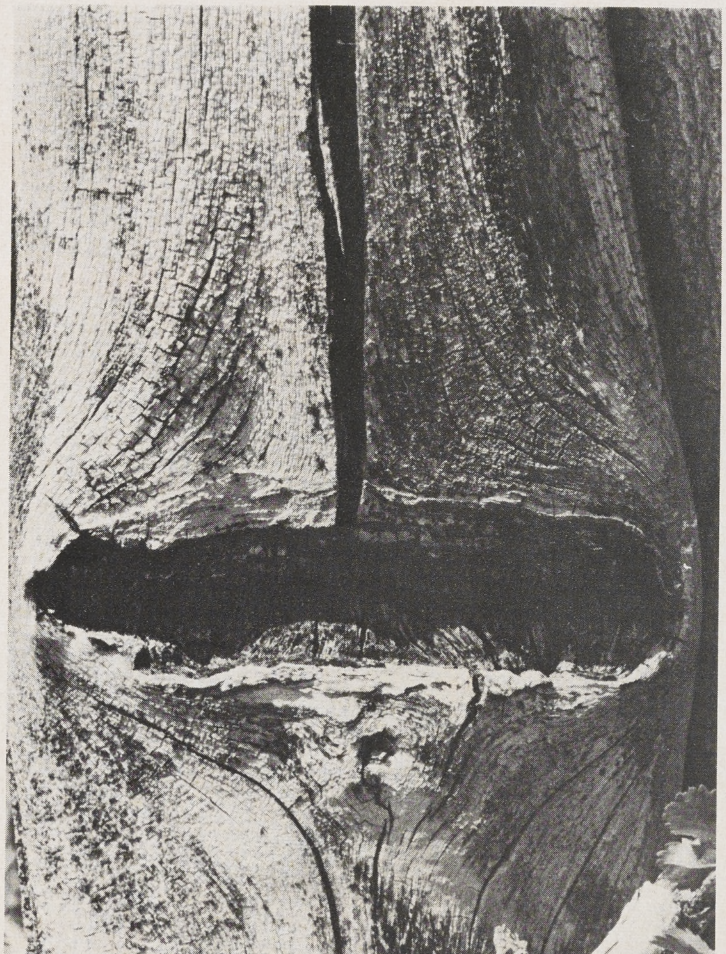
The course taught by Robert "Bob" Routh, CSULB photography instructor, met for eight hours a day during the week-long Easter vacation break. The first day was devoted to lecture, testing of equipment and a 220-mile drive to Lone Pine, a small town at the base of Mt. Whitney.

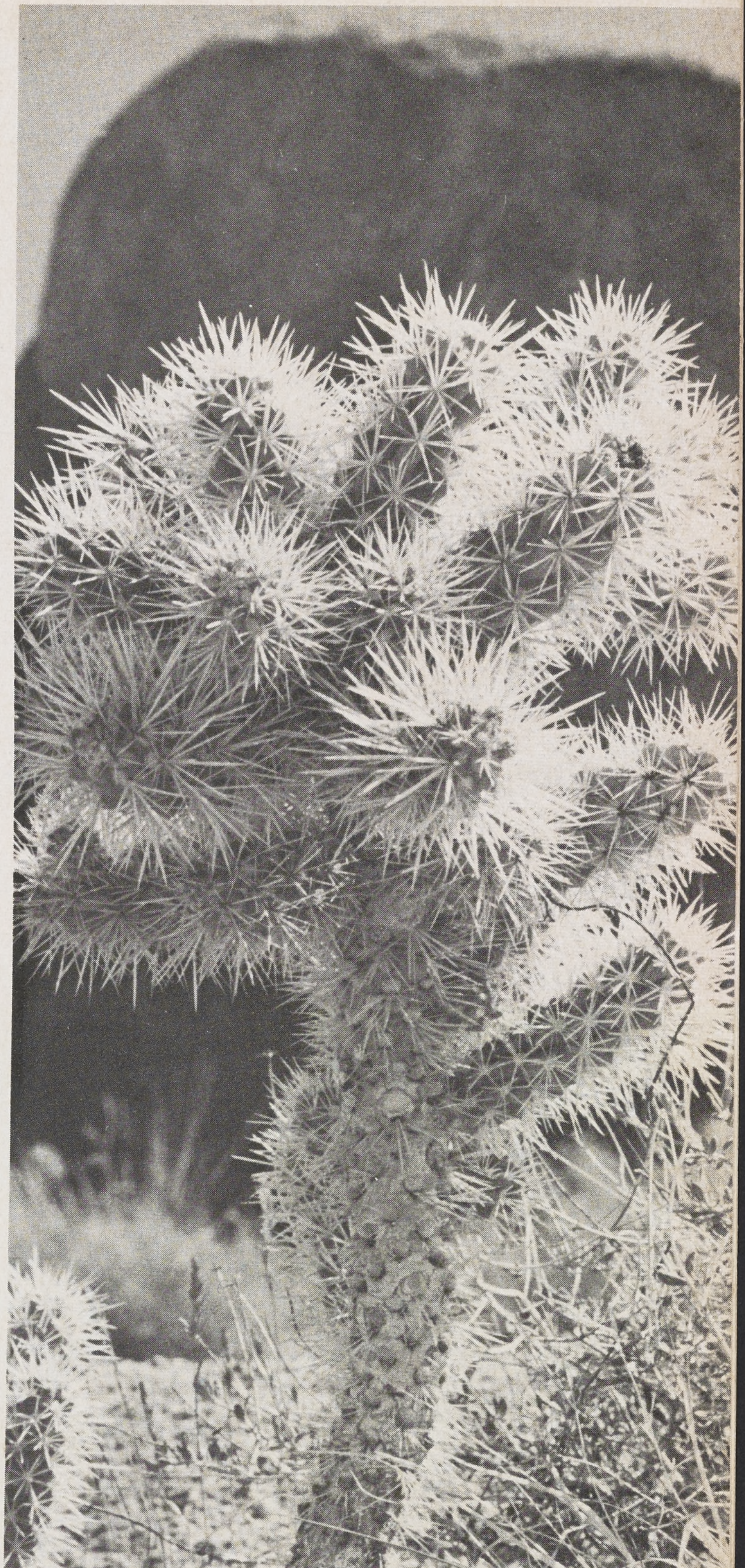
Routh picked Lone Pine for its natural beauty and the great variety of subject matter close to the town — Mr. Whitney, Alabama Hills, and ghost towns — during the two-day stay.

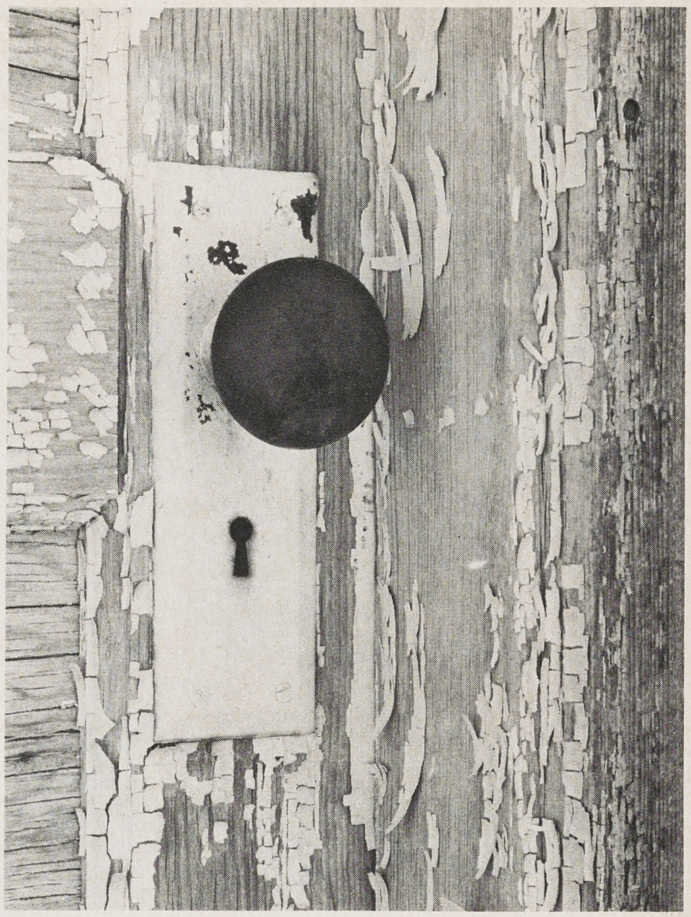
Thursday and Friday were spent printing and critiquing the work submitted. During the entire workshop Routh stressed the "art" aspect of photography, and the way the zone system of exposure, developed by Ansel Adams, can give the photographer complete control over the negative and the print. The zone system of exposure involves visualizing the scene in tones or shades and manipulating the tones to give the photographer a desired result.

As Routh explains, "Photography is like visual literacy . . . in this sense photography becomes a visual process."









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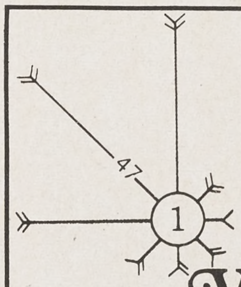

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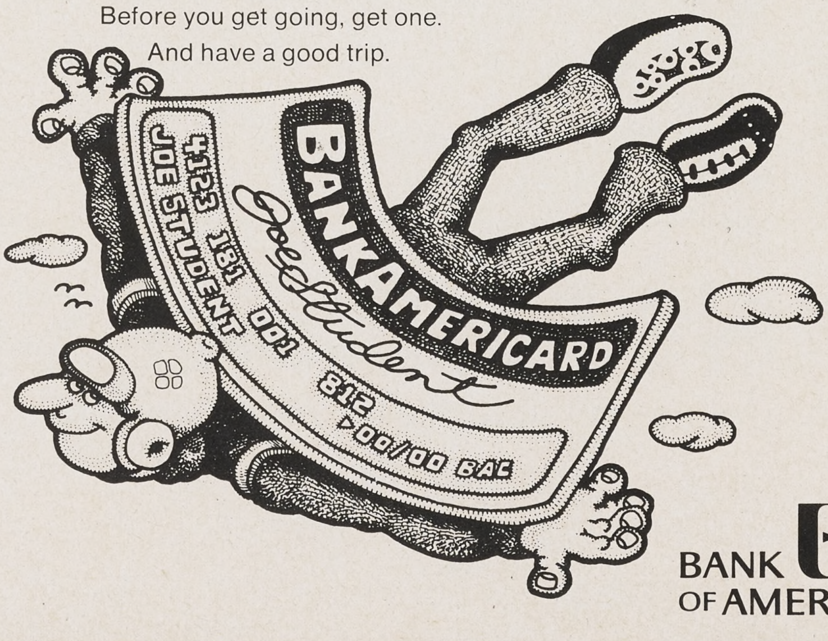

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